

# **Spanish for Native Speakers I**

## **Foreign Language Curriculum Framework**

**Revised 2007**

Course Title: Spanish for Native Speakers I  
 Course/Unit Credit: 1  
 Course Number: 540100  
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.  
 Grades: 9-12

### Spanish for Native Speakers I

Spanish for Native Speakers I is intended for fluent or near fluent speakers who have little or no formal training in the language. The course provides a thorough review of basic grammar rules, *idiomatic expressions*, spelling, and vocabulary. Students improve skills through extensive and varied writing activities. Literacy is improved through exposure to a variety of Hispanic literature, newspapers, magazines, films, music, and current issues. Oral presentations, debates, and class discussions in both formal and informal settings improve language skills. Hispanic culture and traditions are presented to deepen students' appreciation of their native language. The course is conducted entirely in Spanish. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Spanish for Native Speakers I and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Two years of the same foreign language is required by the Standards for Accreditation to be taught in Arkansas public high schools. Spanish for Native Speakers I may be used to partially fulfill this requirement. Arkansas Department of Education approval is not required.

| Strand        | Content Standard  |
|---------------|---|
| Communication |   |
|               | 1. Students shall process oral, written, and/or visual messages in <i>standard Spanish</i> (interpretive).  |
|               | 2. Students shall interact verbally and/or in writing in <i>standard Spanish</i> (interpersonal).   |
|               | 3. Students shall present to an audience of listeners and/or readers in <i>standard Spanish</i> (presentational).   |
| Culture       |   |
|               | 4. Students shall demonstrate understanding of the <i>practices</i> of the Spanish-speaking world ( <i>practices</i> ).   |
|               | 5. Students shall demonstrate understanding of the <i>products</i> of the Spanish-speaking world ( <i>products</i> ).   |
|               | 6. Students shall demonstrate understanding of the <i>perspectives</i> of the Spanish-speaking world ( <i>perspectives</i> ).                                       |
| Connections   |   |
|               | 7. Students shall apply the Spanish language to reinforce and expand their knowledge of other subject areas (cross-curricular).                                     |
|               | 8. Students shall recognize the common and unique views and contributions of the language and cultures of the Spanish-speaking world (global <i>perspectives</i> ). |
| Comparisons   |   |
|               | 9. Students shall demonstrate understanding of the similarities and differences between the Spanish language and their own (languages).                             |
|               | 10. Students shall demonstrate understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own (cultures).       |
| Communities   |   |
|               | 11. Students shall use Spanish in the classroom, school, and beyond (involvement).  |
|               | 12. Students shall demonstrate evidence of becoming lifelong learners by using Spanish for personal enjoyment and   |

|  |                         |
|--|-------------------------|
|  | enrichment (ownership). |
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Strand: Communication

Standard 1: Students shall process oral, written, and/or visual messages in *standard Spanish* (interpretive).

|              |   |
|--------------|---|
| CMC.1.SNSI.1 | Read short <i>contextualized</i> and <i>adapted texts</i> on a variety of topics (e.g., prose, poetry, rhymes)                  |
| CMC.1.SNSI.2 | Interpret main ideas, setting, theme, characters, and details from short <i>contextualized</i> and <i>adapted texts</i>         |
| CMC.1.SNSI.3 | Identify <i>literary styles</i> and techniques  |
| CMC.1.SNSI.4 | Follow multi-step directions in familiar concepts and situations (e.g., map directions, recipes)                                |
| CMC.1.SNSI.5 | Interpret simple correspondence and communication from a variety of sources and <i>registers</i> (e.g., letters, notes, e-mail) |
| CMC.1.SNSI.6 | Interpret meaning from visual and multimedia cues   |
| CMC.1.SNSI.7 | Identify <i>cognates</i> , <i>borrowings</i> , <i>idiomatic expressions</i> , abbreviations, and acronyms in context            |
| CMC.1.SNSI.8 | Use reading and listening strategies to enhance comprehension   |
| CMC.1.SNSI.9 | Recognize <i>tone</i> , <i>pitch</i> , and emotion in oral communication (e.g., questions vs. statements)                       |

Strand: Communication

Standard 2: Students shall interact verbally and/or in writing in *standard Spanish* (interpersonal).

|               |   |
|---------------|---|
| CMC.2.SNSI.1  | Exchange ideas and information about familiar and routine matters using appropriate <i>register</i>   |
| CMC.2.SNSI.2  | Initiate spontaneous conversation using appropriate <i>register</i> (e.g., interviews)  |
| CMC.2.SNSI.3  | Correspond in <i>standard Spanish</i> using appropriate <i>register</i> (e.g., by letter or e-mail)   |
| CMC.2.SNSI.4  | Express feelings, emotions, and opinions  |
| CMC.2.SNSI.5  | Discuss historical events through <i>authentic</i> literary texts   |
| CMC.2.SNSI.6  | Communicate using present and past <i>tenses</i> in context <ul style="list-style-type: none"><li>• present indicative</li><li>• immediate future</li><li>• progressive</li><li>• preterite</li><li>• imperfect</li></ul>                       |
| CMC.2.SNSI.7  | Employ <i>circumlocution</i> skills to exchange information about unfamiliar topics   |
| CMC.2.SNSI.8  | Communicate using linguistic, structural, and grammatical variations <ul style="list-style-type: none"><li>• spelling (e.g., accents)</li><li>• punctuation</li><li>• sentence structure (e.g., subject-verb agreement and placement)</li></ul> |
| CMC.2.SNSI.9  | Communicate appropriately in formal and informal situations (e.g., business, interviews, greetings)   |
| CMC.2.SNSI.10 | Apply numeric concepts in context <ul style="list-style-type: none"><li>• cardinal numbers 101+</li><li>• ordinal numbers 1<sup>st</sup> – 50<sup>th</sup></li></ul>  |

Strand: Communication

Standard 3: Students shall present to an audience of listeners and/or readers in *standard Spanish* (presentational).

|              |   |
|--------------|---|
| CMC.3.SNSI.1 | Write simple formal and informal compositions on a variety of topics  |
| CMC.3.SNSI.2 | Sustain <i>fluid</i> , sequential, straight-forward conversation on a variety of topics   |
| CMC.3.SNSI.3 | Interpret simple dramatic or musical expressions (e.g., poetry, plays, songs)   |
| CMC.3.SNSI.4 | Illustrate various historic events from Spanish-speaking communities in the United States and the world   |
| CMC.3.SNSI.5 | Employ the <i>writing process</i> , including task-appropriate graphic organizers and peer editing  |
| CMC.3.SNSI.6 | Produce level-appropriate visual or multimedia demonstrations using technology (e.g., poster, brochure, slideshow, <i>blog</i> , <i>podcast</i> )   |
| CMC.3.SNSI.7 | Use <i>syntax</i> , <i>orthography</i> , and pronunciation effectively according to language development level <ul style="list-style-type: none"><li>• written accents</li><li>• capitalization</li><li>• <i>phonetic</i> homonyms (e.g., ll/y, g/j, s/c/z)</li></ul> |

Strand: Culture

Standard 4: Students shall demonstrate understanding of the *practices* of the Spanish-speaking world (*practices*).

|              |  |
|--------------|--|
| CLT.4.SNSI.1 | Identify social and cultural traditions of Spanish-speaking communities found in the United States and the world                               |
| CLT.4.SNSI.2 | Identify examples of the influence of other languages on the culture of Spanish-speaking communities (e.g., <u>lonche</u> , <u>parquear</u> )  |
| CLT.4.SNSI.3 | Demonstrate culturally appropriate behaviors in a variety of situations (e.g., verbal and nonverbal greetings, gestures, customs, expressions) |
| CLT.4.SNSI.4 | Participate in activities representative of Spanish-speaking communities (e.g., music, games, sports, celebrations)                            |

Strand: Culture

Standard 5: Students shall demonstrate understanding of the *products* of the Spanish-speaking world (*products*).

|              |   |
|--------------|---|
| CLT.5.SNSI.1 | Identify <i>products</i> particular to the regions and <i>indigenous</i> groups of Spanish-speaking communities found in the United States and the world (e.g., Aztec, Tairona, Inca, Taino)                            |
| CLT.5.SNSI.2 | Demonstrate knowledge of artistic expression of the Spanish-speaking world (e.g., art, music, dance, plays)   |
| CLT.5.SNSI.3 | Investigate the historical contributions through the literature and music of Spanish-speaking communities (e.g., <u>flamenco</u> , <u>Cien años de soledad</u> by Gabriel García Márquez)                               |
| CLT.5.SNSI.4 | Present research on <i>tangible products</i> (e.g., art, food, clothing, buildings, books, crafts)  |
| CLT.5.SNSI.5 | Present research on <i>intangible products</i> (e.g., law, entertainment, educational systems, philosophies)  |
| CLT.5.SNSI.6 | Discuss the relationship between environments and <i>products</i> of Spanish-speaking cultures (e.g., relationship between geography, climate, natural resources, politics, society, or migration and <i>products</i> ) |



Strand: Culture

Standard 6: Students shall demonstrate understanding of the *perspectives* of the Spanish-speaking world (*perspectives*).

|              |   |
|--------------|---|
| CLT.6.SNSI.1 | Identify historical and literary viewpoints of Spanish-speaking cultures found in the United States   |
| CLT.6.SNSI.2 | Demonstrate knowledge of the geography and historical insights of Spanish-speaking communities  |
| CLT.6.SNSI.3 | Identify cultural aspects as presented in mass media, multimedia, and print (e.g., education, entertainment, politics)  |
| CLT.6.SNSI.4 | Identify the roles of women in history, literature, and the media in Spanish-speaking communities found in the United States and the world                                      |
| CLT.6.SNSI.5 | Recognize the influence of historical events and figures on individual and group <i>perspectives</i> (e.g., revolutionary movements, Emilio Zapata, Simon Bolivar)              |
| CLT.6.SNSI.6 | Recognize the influence of modern events and figures on individual and group <i>perspectives</i> (e.g., elections, immigration, <u>telenovelas</u> , Hugo Chavez, Ricky Martin) |
| CLT.6.SNSI.7 | Discuss unique cultural <i>perspectives</i> reflected in <i>products</i> and <i>practices</i> (e.g., <u>las posadas</u> , <u>abanico</u> , <u>corridos</u> )                    |
| CLT.6.SNSI.8 | Recognize facts, informed opinions, and bias in mass media, multimedia, and the Internet  |

Strand: Connections

Standard 7: Students shall apply the Spanish language to reinforce and expand their knowledge of other subject areas (cross-curricular).

|              |  |
|--------------|--|
| CNN.7.SNSI.1 | Make currency and measurement conversions  |
| CNN.7.SNSI.2 | Identify various pre-Columbian societies (e.g., Incas, Aztecs, Taironas, Muiscas, Tainos)                              |
| CNN.7.SNSI.3 | Identify various modern Spanish-speaking communities (e.g., Puerto Ricans living in New York)                          |
| CNN.7.SNSI.4 | Identify examples of artistic expression in Spanish-speaking communities (e.g., dance, music, art)                     |
| CNN.7.SNSI.5 | Identify <i>authentic</i> games and sports   |
| CNN.7.SNSI.6 | Read simple <i>authentic</i> or <i>adapted</i> texts   |
| CNN.7.SNSI.7 | Identify the effects of geography on <i>dialects</i> (e.g., separation of populations by mountains or bodies of water) |

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the language and cultures of the Spanish-speaking world (*global perspectives*).

|              |   |
|--------------|---|
| CNN.8.SNSI.1 | Identify notable Spanish speakers and their contributions   |
| CNN.8.SNSI.2 | Identify the causes and effects of the conquest on the Americas   |
| CNN.8.SNSI.3 | Identify superstitions and legends (e.g., <u>Chupacabra</u> , <u>Siguanaba</u> , <u>Yerba Mate</u> , <u>el duende</u> )   |
| CNN.8.SNSI.4 | Identify legal and political systems found in the United States and the Spanish-speaking world  |
| CNN.8.SNSI.5 | Analyze, in <i>standard Spanish</i> , the role of the United States in the world as viewed by various Spanish-speaking peoples using <i>authentic</i> Spanish sources (e.g., literary viewpoints, political policies) |
| CNN.8.SNSI.6 | Investigate the contribution of <i>products</i> to other cultures (e.g., <u>piñata</u> , chocolate, sugar cane, coffee, the arts)   |

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the Spanish language and their own (languages).

|              |  |
|--------------|--|
| CMP.9.SNSI.1 | Identify <i>idioms</i> , <i>regionalisms</i> , and <i>colloquialisms</i> from various Spanish-speaking countries |
| CMP.9.SNSI.2 | Identify different <i>dialects</i> and pronunciations used in Spanish-speaking countries and the United States   |
| CMP.9.SNSI.3 | Identify <i>indigenous</i> languages of Spanish-speaking countries   |
| CMP.9.SNSI.4 | Discuss <i>Anglicisms</i> , <i>false cognates</i> , and <i>code switching</i> (i.e., Spanglish)                  |

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own (cultures).

|               |   |
|---------------|---|
| CMP.10.SNSI.1 | Compare and contrast examples of visual arts, music, dance, and food                            |
| CMP.10.SNSI.2 | Compare and contrast cultural traditions and celebrations                                       |
| CMP.10.SNSI.3 | Compare and contrast folktales, superstitions, and legends                                      |
| CMP.10.SNSI.4 | Identify social patterns (e.g., meeting new people, dating, school, employment, transportation) |

Strand: Communities

Standard 11: Students shall use Spanish in the classroom, school, and beyond (involvement).

|               |   |
|---------------|---|
| CMN.11.SNSI.1 | Identify local businesses and/or media in Spanish-speaking communities  |
| CMN.11.SNSI.2 | Use Spanish language skills in the global community (e.g., Internet, e-mail, mentoring, interpersonal)                                    |
| CMN.11.SNSI.3 | Identify organizations that support and are involved in Spanish-speaking communities (e.g., businesses, civic clubs, government agencies) |

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using Spanish for personal enjoyment and enrichment (ownership).

|               |  |
|---------------|--|
| CMN.12.SNSI.1 | Use <i>standard Spanish</i> language daily   |
| CMN.12.SNSI.2 | Participate in enrichment activities within the school and/or community (e.g., international festival) |
| CMN.12.SNSI.3 | Examine the use of Spanish in daily life and future occupations  |
| CMN.12.SNSI.4 | Investigate the uses of Spanish in the community   |

## Glossary for Spanish Courses

|                                       |  |
|---------------------------------------|--|
| Adapted                               | Written/printed materials, sources, or texts in Spanish, not necessarily from a Spanish-speaking country; may include translations   |
| Aesthetic qualities                   | Pertains to a sense of beauty and emotion rather than science; a guiding principle in matters of beauty and taste; artistic sensibility  |
| Anglicisms                            | Spanish words <i>adapted</i> from English  |
| Authentic (materials, sources, texts) | Sources that have been developed specifically for native speakers, including print, audio and visual materials; representative of the real world   |
| Blog                                  | An online journal; literally a “Web log”   |
| Borrowings                            | Words taken from one language and used unchanged in another language   |
| Circumlocution                        | A communicative strategy that is used to describe or talk around a concept or action when the exact word is not known (e.g., “the thing that stops a car” for “brakes”)                                  |
| Code switching                        | The alternate use of two or more languages or varieties of language, especially within the same discourse  |
| Cognates                              | Words that look or sound similar and mean the same in more than one language   |
| Colloquialisms                        | Words and phrases unique to a geographical region(s), culture(s), or subculture(s)   |
| Conceptualized visuals                | A picture, drawing, or object that helps a student form an idea or a concept, or gain understanding  |
| Contextualized texts                  | A text that helps students easily make connections and infer meaning   |
| Dialect                               | Distinct differences of a language which are characteristic of a particular group of the language’s speakers   |
| Environmental print                   | The print of everyday life such as symbols, signs, colors, or numbers found in or on businesses, public buildings, or anywhere outside   |
| Expository                            | Material, source, or text that explains or informs   |
| False cognates                        | Words that look and sound similar in more than one language but do not have the same meaning   |
| Fluid                                 | Natural sounding, smooth flowing   |
| Idiomatic expressions (idioms)        | Groups of words that mean something other than their literal translation   |
| Indigenous                            | Originating in and characteristic of a particular region or country; native to a region (e.g., the plants <i>indigenous</i> to Argentina; the <i>indigenous</i> peoples of Guatemala)                    |
| Intangible products                   | Abstract cultural elements of a society (e.g., legal system, education system, religion, music)  |
| Intonation                            | Pattern or melody of <i>pitch</i> that changes in connected speech, especially the <i>pitch</i> pattern of a sentence, which distinguishes kinds of sentences or speakers of different language cultures |
| Key pals                              | Similar to pen pals except that communication takes place using electronic media   |
| Literary style                        | The characteristics of a work that reflect the author’s distinctive way of writing; an author’s use of language, its effects, and its appropriateness to the author’s intent and theme                   |



|                              |  |
|------------------------------|--|
| Mood                         | A characteristic of verbs that refers to how the writer or speaker presents ideas (indicative, imperative, subjunctive)  |
| Nuances                      | Subtle differences in meaning  |
| Orthography                  | Correct use of writing, symbols, and spelling  |
| Perspectives                 | Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society  |
| Phonetic                     | Pertaining to the system of sound-letter relationships used in reading and writing, which begins with the understanding that each letter (or grapheme) of the alphabet stands for one or more sounds (or phonemes) |
| Pitch                        | The degree to which a sound has a high or low quality  |
| Podcast                      | Auditory or visual electronic file available via the Internet  |
| Practices                    | Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where  |
| Products                     | Concrete( <i>tangible</i> )or abstract ( <i>intangible</i> ) cultural elements of a society  |
| Realia                       | Objects or activities used to relate classroom teaching to the real life, especially of peoples studied; objects used by a teacher to illustrate everyday living (e.g., coins, brochures, posters, packaging)      |
| Regionalism                  | Variation in speech or writing based on the particular area where a speaker comes from. Variation may occur with respect to pronunciation, vocabulary, or <i>syntax</i>  |
| Register                     | The manner of addressing another person according to the title, relationship, and/or social situation  |
| Rhetorical devices           | Use of language mainly by the arrangement of words to achieve special effects  |
| Standard Spanish             | A neutral Spanish considered a correct, educated standard for the Spanish language   |
| Syntax                       | The order of words required to make grammatically correct sentences  |
| Tangible products            | Concrete cultural elements of a society (e.g., literature, foods, tools, dwellings, clothing)  |
| Tense                        | A characteristic of verbs that indicates the time of the action or state of being that a verb expresses  |
| Tone                         | A relative height of <i>pitch</i> with which a syllable or word is pronounced which distinguishes meaning  |
| Universal cultural practices | <i>Practices</i> that are common among different cultures relating to things such as language, religion, protocol, holidays, family, daily life, art, and music  |
| Wiki                         | A collaborative Web site for use in knowledge management and may be edited by users  |
| Writing process              | The planning of writing for different purposes and audiences including prewriting, drafting, revising, and editing, and publishing   |